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ABSTRACT

For generations American society and educational institutions have considered pregnant and parenting female students as throwaway students. They have been given little consideration or encouragement to stay in school. At times they were not even allowed to attend school. With 80% of teenage mothers never finishing high school, it is vital to look at the problems that keep these teen parents from attending school. Using insight gleaned from the experiences of California's Nueva Vista High School Ridgway Teen Parent Program, this paper describes the needs of pregnant and parenting students and the successful service components needed to support them in reaching their goal of high school completion. A series of developmental stages necessary for a program to achieve student success is outlined. A discussion of the role of community agencies including how they can be used to provide much needed support services is also developed. Four appendices present a survey of program needs and information on regional contact persons. (JBJ)

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ED 391 117

COMPONENTS OF A SUCCESSFUL PROGRAM THAT SERVES PREGNANT AND PARENTING STUDENTS

Program Paper

to meet the requirements
for a
Master's Degree in Education
with an
Emphasis in Administration

presented to

MaryAnn Nickel
and
Dr. Manual Vargas

May 5,1995

BEST COPY AVAILABLE

by
Cyndy Richtsmeier

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Components of A Successful Program That Serves Pregnant and Parenting Students

Introduction

On October 25, 1987 I received the call that would change my life forever as a teacher. Santa Rosa City Schools in Santa Rosa, California called to offer me a 60% FTE position to develop a program for pregnant and parenting students. The next day, I signed all of the necessary paperwork and reported to the principal in charge.

With my child development and family living background, I believed I knew exactly what young parents needed. What a surprise when I realized that the needs were different than I anticipated and the resources for curriculum were limited. I was responsible for teaching all of the subject areas required for graduation. The student population ranged from seventh through twelfth grade some with special needs including English as A Second Language (ESL) and special learning difficulties. It was also my responsibility to do registration, follow-up contacts, grant writing, and public relations.

I asked myself, "Was I, an 'average Joe' home economics teacher, up to the task?" Yes, I believed I was. I realized that it could be done in

stages and that I didn't have to do it all by myself.

Nine years later the program I was hired to create, Ridgway Teen Parent Program, has been converted to Nueva Vista High School which now serves 65 students and 26 babies. Staffing includes 4 FTE certificated teachers and 2 FTE classified school support staff, along with community agency support staff who's salary of just under $100,000 annually is paid by various community agencies. During its third year, the Ridgway Teen Parent Program was nationally recognized by the American Home Economics Association as an outstanding new program serving pregnant and parenting students. It has come a long way since October 25, 1987.

Purpose

For generations our society and educational institutions have considered pregnant and parenting female students as throwaway students. They have been given little consideration or encouragement to stay in school. At times they were not even allowed to attend school.

This program paper describes the needs of pregnant and parenting students and the successful service components needed to support them reach their goal of high school completion. A series of developmental stages necessary for a program to achieve student success is outlined. A discussion of the role of community agencies including how they can be

used to provide much needed support services is also developed.

For a number of social and economic reasons, many teen parents are sentenced to a life on Aid to Families with Dependent Children (AFDC) or, at best, minimum wage jobs to support their families. Their dreams of college and good jobs are seriously impaired. Losing their dreams doesn't have to be the case. School districts are finding that this group of students are highly motivated to complete high school and to get on with their training plans, but the current configuration of traditional programs makes attendance by teen parents problematic or impossible.

As our welfare rolls continue to grow, we as a society must address the needs of educating these single mothers and work to help them become self sufficient. Only through education and job training, can the quality of life for the mother and the child be improved. They are our future, we must invest in them to make sure there is a future for all of us. Therefore, there is a need to create school models that allow for teen parents needs and encourage successful attendance.

The Way It Is

Recent statistics indicate an increase in the rate of teen pregnancy and teen parenthood. This increase indicates a need for school districts to take a closer look at this population's educational needs. Districts can no

longer bury their heads in the sand and ignore teen parents. With 80% of teenage mothers never finishing high school (Brandis, 1988), it is vital to look at the problems that keep these teen parents from attending school. Districts must find the means to meet the needs of these students at the time of enrollment or they will quickly have barriers that will keep them from being successful.

Recent statistics support the importance of specialized comprehensive programs for pregnant and parenting teens:

- Approximately 485 teenage women in California become pregnant daily (Henshaw, 1993).
- Approximately 194 births, 229 abortions and 62 miscarriages occur daily for young women 19 years old and younger in California (Brindis, and Kroenbrot, 1989).
- In 1990, a teen gave birth in California approximately every seven and a half minutes (Department of Health Statistics- DHS, 1992).
- One in five adolescent births represents a repeat birth during the teenage years (Brindis, 1988).
- The increase in teen births is particularly found in the 16 years and younger category (DHS, 1988).
- One in five teen parents comes from varied ethnic groups with low socio-economic status and with low academic basic skills (Children's Defense Fund-CDF, 1987).

According to the California State Board of Education's Pregnant and

Parenting Students Policy Statement dated July 1993, the younger the teen at the time of the first pregnancy, the greater the likelihood that she will drop out of high school. To prevent this districts must look at ways to provide necessary support services to prevent a break down in the learning cycle.

School and Service Agency Collaboration Model

How this education is delivered can be reconfigured to meet the learners' needs. One possible reconfiquration is a coordinated collaboration for students, school district, and community agencies.

At Nueva Vista High School, educators provide a broader conception of education than traditional models. The 20' by 30' classroom has 18 young men and women this particular morning, sitting around five long tables. Students are working on assignments and/or projects that suit their grade, graduation needs, and ability. Babies can be heard in the child care lab on the other side of the wall partition. In the adjoining office three workers from Women, Infant and Children (WIC) work with their newly installed data retrieval system that connects them to the state headquarters in Sacramento. On the chalk board, are 16 names of students who need to see the WIC personnel for food or baby formula vouchers.

During the morning, Greater Avenues toward Independence Now

(GAIN) case manager helps AFDC students complete forms for childcare and transportation money. The Adolescent Family Life Program (AFLP) case manager helps students resolve obstacles that may prevent them from achieving their future goals. The Job Training Partnership Act (JTPA) career counselor is getting information from students who are interested in working on preemployment skills and career research.

Some teachers would look at all of this activity as a distraction in a learning environment. But at Nueva Vista, it is viewed as a gift. Having child care and community support agencies on the school site provides the necessary support for pregnant and parenting teens to stay in school and graduate. The school district benefits economically from the positive Average Daily Attendance (ADA) which is paid for each student in school. Community agencies benefit because their clients are centrally located and easily accessible. The students benefit from easy access to these agencies without having to deal with childcare and transportation problems. This is a win-win situation for all parties involved: the school, the students, and the agencies.

Nueva Vista is set up for 65 students and 26 babies. Support Service staff on the school site include .75 FTE case managers from AFLP, 1.75 FTE career counselors from JTPA, approximately 10 hours a month from

WIC, and a private psychologist available as needed. The agency support positions are paid for by each agency.

Student Rights and Student Needs

In mid-October of 1994, Judy, a fourteen year old eighth grade student in her first trimester of pregnancy attempts to enroll in a comprehensive junior high school. She has missed seven weeks of school because of serious bouts of morning sickness. Judy is told that she cannot register and must go somewhere else. (Richtsmeier)

Federal Title IX guarantees every student the right to participate in any program of his or her choice. There are several reasons why pregnant students do not pursue their right to attend comprehensive school. The teenager maybe embarrassed by the pregnancy and does not have the emotional strength to endure the negative comments of classmates and school staff. Parents of pregnant students, may not know that their student has the right to be in traditional school programs. The parents past experiences, either their own or ones that they observed, were that pregnant students were asked to leave or at best were offered a teacher to come to the home when some districts treated pregnancy like a disability. All of the above reasons and more keep pregnant teenagers from education programs.

If given the chance, teens can be self-sufficient in the future and need not be life-long welfare recipients. It is important to our society to educate the increasing population of pregnant and parenting teens giving them a chance for a successful future. Principle reasons for teen parent participation in school include opportunities to:

1. Broaden horizons and expand personal experiences.
2. Observe others in new experiences and develop personal risk-taking abilities.
3. Develop successful strategies for keeping their children safe and well nurtured.
4. Take control of their lives.
5. Develop decision-making skills.
6. Seek support services assistance when making crises decisions.
7. Become a positive role model for their child.
8. Set realistic goals for a better life.
9. Learn the community support network.

To successfully accomplish the above goals, necessary support services to pregnant and parenting teens are vital. These teens need to stay in school since education is their primary hope for becoming self-sufficient.

Barriers to Teen Parents Education

The major barriers that prevent teen parents from being successful in mainstream high schools or vocational training centers are psycho-social issues including family dysfunction, lack of career vision, lack of trust, and childcare (Oman, 1992).

Tremendous **psycho-social issues** face teen parents trying to cope in their personal and family lives. These factors frequently include unstable housing, interpersonal conflicts with parents and partners, inadequate finances, insufficient food, lack of child support, custody conflicts, and lack of transportation (Oman, 1992).

Family dysfunction inhibits feelings of self-worth because the family unit lacks communication skills and consistent guidance. Parents often have unrealistic expectations for their teen. Many teen parents have family members with addictive behaviors that promote situations of role reversal. Teens from these families are most often the responsible family member in charge of taking care of the others.

Another barrier for pregnant and parenting teens is their own **lack of vision** of what is possible for them in the world of work because they have never experienced successful employment. This lack of vision impedes their pursuit of an education which is vital for a successful

future. Many teen parents don't have contact with role models who have careers and are also effective parents. Teens often have the view that being a parent is the only thing they know how to do successfully. Since they do not have work skills, teen parents depend on tax supported welfare programs which often lead to a life of poverty and low self-esteem. With the state and federal governments looking at welfare reform, schools must actively develop programs that support teenage parents in finishing their high school education.

Finally the major need for pregnant and parenting teens who want to go to school or receive technical training is **childcare**. Unfortunately, many teen mothers have been abused or neglected themselves and **do not trust** childcare providers outside of their families. This is unusual considering that most abuse is done by family members or close family friends. If the teen can be convinced of the value of licensed facilities or home providers, then lack of funds to pay for the childcare often becomes the problem. In either case, education is interrupted and reentering the educational world at a later date becomes difficult because of feelings of failure common to the drop out population.

Components of Successful Programs

Nationally 80% of teen mothers never finish high school or get their

GED (Brandis, 1988). Pregnancy or parenting is the number one reason cited by females for dropping out of school. Successful education programs that meet the needs of pregnant and parenting teens do so by providing a variety of support services including childcare, case management, and career assessment and counseling along with multiples of educational opportunities.

Effective programs are **co-located on a comprehensive high school campus**. Students are given a range of educational opportunities from "full inclusion" at a comprehensive school to a complete "pull-out" program with individualized curriculum in a self-contained environment. Independent study and home and hospital instruction should be available if needed. Successful programs feature tutorial assistance as well as ESL and RSP services.

Necessary support services are vital to student high school completion. On site childcare for at least newborn up to toddlers is a vital factor in student retention. Lack of childcare is the number one reason teenage parents drop out of school. Fortunately, schools can get a wavier from the State of California Licensing Department for childcare facilities on a school site when parents are also on campus. This allows schools flexibility in meeting the care needs of infants without having a

large number of paid employees to cover the normal licensing reguirment of 3 infants to 1 adult. With one paid classified employee as a supervisor, students can work in the center. This has multiple benefits to all parties involved such as:

1. Hands on child care experience for the students as they learn parenting skills.
2. Opportunity for contact with their own child under the supervision of a positive role model.
3. Reduction of paid staff.
4. Opportunity for students to pay with work-in-kind for their own childcare needs.
5. Training for a career in childcare if they desire.
6. Valuable work experience for future employment.

Another necessary component of successful programs for teen parents is **case management** which is needed to help students deal with the barriers mentioned earlier in this paper. In California we are lucky to have a specially state funded AFLP that provides excellent case management for this population of students. AFLP's coordinate community -wide service network of many agencies, private industry and individuals. This network assures that teen parents have access to all health,

education and social services to which they are eligible regardless of their school status, welfare status or medical provider. These programs also advocates for services to be developed when gaps are identified. Case mangers provide the client level of cohesiveness that holds the network services in place for the teen parenting client.

AFLP case managers will come to the school site to provide services. All they require is a private area to meet, a phone for referral contacts, and student access. This frees up the educational staff to deal with the students' educational needs and doesn't take the educational staff's valuable time to help individual students with crises while leaving the rest of the class alone without a teacher's assistance.

A third component is **career assessment and counseling**. Rarely one will find a high school student with a more immediate need for these services, than a student who is a parent. Teen parent students really can not afford to waste valuable time and money on inappropriate classes or training. Teen parents need to earn income immediately. Fortunately for them the federal government has designated money through their Job Training Partnership Act to help provide assistance in this area. Students can work in small groups or individually as they learn about job searches, assessment, resumes, applications, interviews, and common

problems on the job.

The above four components are vital to pregnant and parenting teen program success. There are other additional sources of supplemental support that can be given on the school site. For example, WIC provides vouchers for food and formula. Additional services could include LaMaze classes; individual, couple, family and/or group counseling. Well baby clinics can be reimbursed to the district through MediCal. Specific populations and locations may have different needs, so doing a needs assessment (see appendix A) annually will help keep programs on the right track in meeting students' needs.

Special Funding Availability

There are two special California Department of Education programs, Pregnant Minor Programs and School Age Parenting and Infant Development Programs, which provide funding for childcare of children of school age parents. Unfortunately this funding is limited and not available to new programs at this time. A brief description of these special state programs is included in this section. Visiting these programs can give a school district considering an on site childcare program a valuable insight into the needs of infants. It is important to remember that districts must start with the resources they have and should not try to duplicate either

of these programs or become frustrated at the funding on which those programs operate.

County Pregnant Minor Programs are implemented in the following 14 counties: Alameda, Kings, Imperial, Los Angeles, Madera, Nevada, Riverside, San Bernadino, San Francisco, Siskiyou, Shasta, Sutter, Tuolumne, and Yolo. Through the county offices of education, 65 sites provide alternative education programs which target the special needs of pregnant students. With approval from the local planning committee, the students may continue in these programs for one semester following the semester in which their baby is born.

In addition to an academic program, Pregnant Minor Programs do provide other necessary support services: Services offered includes infant care, home-to-school transportation, parental education, counseling, case management, and other services essential for the students to remain in school. Districts in the a fore mentioned counties should contact their county offices of education if the district wants a program. Money is available for new programs in only those 14 counties.

School Age Parenting and Infant Development Programs serve middle and secondary school age parents by supporting parenting teens to remain in school through the provisions of child care on or near the school site

and transportation of the teen parents and their children to school and to the child care center. To maintain their child care slot, students are required to attend mandatory parenting education courses to increase their positive parenting skills.

Depending on the county in which the district is located, some funding may be available to programs for infants of parents who are Cal Learn participants. Cal Learn is the AFDC cash welfare program that pays teen parents a $100 incentive every school quarter if they remain in school and progress toward graduation. At completion of a high school diploma or passing the GED or California Proficiency Exam the student is given a $500 bonus. This program also provides penalties of the same amount to teen parents who are not successfully progressing in school. Cal Learn does pay for the student's childcare and transportation costs. This childcare money can be paid to school districts to help pay for the classified position of a supervisor in a school based center. Each county also has a childcare resource and referral agency that receives federal childcare block grant money for children who are at a high risk of abuse. Teen parents can qualify for this and other limited amounts of federally subsidized child care money which can be paid to school districts. The district will also see an increase in ADA from these students who would

otherwise not be in school.

How to Begin and Grow

Although it would be ideal to start a program with the major components of education, childcare, case management, job assessment, and counseling in place, it is unlikely that you will be able to do so. The cost of providing these services by the district and the necessary networking needed to tap into community service agencies takes time and a basic program in place.

Districts should evaluate what available space they have for a classroom. Space may dictate where the program will be located. The only space available maybe on an adult education campus, on a continuation school campus, or in the community. Just because it is not located on a comprehensive school campus does not mean that a program should not be started. Start with whatever is easiest and then build from there. Here are some suggested steps:

1. See what resources like space and services are available in your district.
2. Call a meeting of Cal Learn, Adolescent Family Life, Childcare Resource and Referral, Job Training Partnership Act recipients, and any other agencies interested in this

population. (See appendixes B,C, and D)

3. Discuss needs, and numbers.
4. Discuss ability to provide services; as well as, the district's eagerness to develop a working relationship.
5. Be willing to cooperate in whatever way an agency offers. At first it maybe just a contact person at an agencies, but soon agencies will see your district's willingness to work with them and will recognize other ways to serve this population.
6. Always be open to suggestions. Do not only see the difficulties, but look for the possibilities of assistance.
7. Find ways to provide the minimum materials such as phone lines, copier access, locked storage, and space needed for the agencies to carry out their functions.

The Average Daily Attendance (ADA) increase will more than cover the increased cost of providing materials and space for support agencies. Never turn down agency services, because they may not be offered a second time. Find a way to make it work. In the long run it will benefit the students which will in turn benefit the district.

Implications

The Center For Population Statistics estimates that over the next

20 years, society will have to pay $16 billion to support first-born infants of teenagers (Hahn, 1987). By providing special educational programs with the necessary support services for pregnant and parenting students, schools can be a place where these students can come to solve their problems, rather than a place that adds more problems to their already overwhelmed lives.

Dysfunctional families tend to be cyclical, the only way to stop the cycle is to work with young parents. We must educate and train teen parents in new ways to face life's problems. It is important to instill positive parenting and decision-making skills. Through education and training, we can begin to change the cycle of dysfunction.

Jamie, a seventeen year old, senior, single parent with a sixteen month old son gave the following statement at a congressional field hearing on the reauthorization of the Elementary/Secondary Education Act in October 1993 on the importance of comprehensive support services on the school site: "If these support services were not available at my school site, I would have dropped out of school around my eighth month of pregnancy. By attending this school, I was able to continue my education, and even graduate early because I could bring my baby to school with me and take advantage of all of the services offered."

This statement is especially important when you realize Jamie did this after being kicked out of her home and forced to become an emancipated minor at age fifteen. Currently she is attending junior college, preparing for a career in sales.

This young woman's statement shows that by having an educational program geared to her needs with access to the necessary support services on the school site, she has been able to continue her education without interruption. It is likely that teen pregnancy will always be a part of our society. We can no longer ignore this population. Society must recognize the potential of these students and society must do all that it can to help these students become productive citizens and effective parents. With appropriate community support and acceptance, everyone benefits from happy healthy children being raised by productive parents not dependent on welfare.

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_____ Student
_____ Staff
_____ Parent

Nueva Vista High
Teen Parent Program
Survey of Program Needs for 1993-1994

Below is a list of services that could be considered for our program. As a parent, staff or student please take a few minutes to rank the services that you would consider to be important for our program. **Rank the top six most important services that could be offered in each category using a 1 for the most important service we could offer and a 6 for the least important.**

EDUCATIONAL NEEDS:

____ Independent living skills - budgeting/consumer awareness
____ One on one help with class work
____ English as a Second Language (ESL) aides
____ RSP aides
____ Academic Counseling: credit review / entry to comprehensive high schools educational options after graduation
____ Information on how children develop
____ Lamaze classes on site
____ Group lead classroom activities
____ Ability to attend a comprehensive high school with "support" and child care services
____ Other _____

INTRAPERSONAL NEEDS:

____ Group lead activities for teen moms and dads
____ Class work and/or counseling on understanding relationships
____ Discussion or class work dealing with the cultural influences that effect parenting and family dynamics.
____ Discussion or class work on co-dependency issues - taking care of people and letting their problems effect your life.
____ Class work or discussion on relationship violence
____ Class work on Parent Training and How to Nurture the Parent and Child
____ Discussion or class work on gang issues
____ Student to student (peer)counseling
____ Group counseling for teen parents
____ Individual counseling
____ Family counseling
____ Group counseling for the parents of the teen parent
____ Group counseling for the teen dads
____ Other _____

SUPPORT SERVICES

____ On site - WIC, nutrition program distribution
____ On site - Medi-Cal Application Processing
____ On site - Aid to Families with Dependent Children (AFDC) Processing Application
____ On site - Greater Avenues to Independence Now (GAIN) Assistance with child care and job training
____ On site - Case Management - Hands-on help in accessing the above services.
____ More child care on site for infants
____ Child care for children above 9 months or walking
____ Assistance in finding suitable emergency housing
____ Assistance in finding suitable child care
____ Vocational (career) counseling and long term follow-through
____ Assistance in finding suitable transportation
____ Financial assistance for transportation: money, vouchers, district bus
____ Other _____

MEDICAL SERVICES

____ On site well-baby clinics
____ On site immunizations
____ On site prenatal exams
____ Childbirth classes after school hours
____ Dental referral in Santa Rosa
____ Assistance in family planning
____ Other _____

Please list the 5 most important services that we could of offer you. Include any that may not be listed:

_____

_____

_____

_____

_____

California Adolescent Family Life Programs

State Coordinator's number (916)657-1372

County	Agency	Telephone
Alameda	East Bay Perinatal Council	510-452-3441
	Tiburcio Vasquez Health Center	510-471-5907
Butte	No. Valley Catholic Social Services	916-345-1600
Fresno	Fresno Co. Dept of Social Services	209-453-6389
	Valley Medical Center	209-453-4533
Humboldt	Humbolt Co. Public Health Dept.	707-445-6200
Imperial	Imperial Co. Health Dept.	619-339-4451
Kern	Comm. Heath Center of Kern Co.,Inc.	805-324-0293
Kings	Kings Co. Comm. Action Org., Inc.	209-582-4386
Lake	Lake Co. Dept. of Public Health	707-263-2241
Los Angeles	ALTAMED Health Services Corp.	213-881-2226
	Adolescent Medicine, Children's Hosp.	213-669-2522
	El Nido Services	310-559-9222
	Teen Families Program	818-795-6907
	So. CA Youth and Family Center	310-671-1222
Merced	Young Parents Program	209-385-7710
Monterey	Monterey Co. Health Dept.	408-755-4500
Nevada	Nevada Joint Union School Dist.	916-272-2632
Orange	Co of Orange Health Care Agency	714-834-7867
Placer	Placer Co. Health and Medical Services	916-889-7141

Riverside	Co. of Riverside Dept of Public Health	909-358-5455
Sacramento	Sutter Memorial Hospital	916-649-9656
San Berbardino	San Bernardino Co. Dept. of Public Health	909-387-4879
San Diego	San Diego Unified School District	619-293-8224
San Francisco	Family Service Agency of San Francisco	415-695-8300
San Joaquin	San Joaquin Co. Public Health Services	209-468-3490
San Mateo	San Mateo Co. Health Services	415-573-2344
Santa Barbara	Klein Bottle Youth Program	805-564-7830
Santa Clara	Santa Clara Co. Health Dept.	408-299-5858
Santa Cruz	Santa Cruz Co. Health Services Agency	408-454-4490
Shasta	No. Valley Catholic Social Service	916-241-0552
Solano	Solano Co. Health Services Dept.	707-421-7920
Sonoma	Sonoma Co. Public Health Dept.	707-576-4845
Stanislaus	Stanislaus Co. Health Dept.	209-558-7400
Tulare	Tulare Co. Dept. of Health Services	209-685-2530
Ventura	Ventura Co. Health Care Agency	805-385-9131
Yolo	Yolo Co. Health Services Agency	916-666-8691

GAIN COUNTY CONTACTS

COUNTY	CONTACT PERSON	ADDRESS	CITY, ZIP	PHONE
Alameda	Kathy Archuleta	401 Broadway Dr.	Oakland, 94604	(415)596-0400
Alpine	Chet Moore	P.O. Box 277	Mark Lee Ville, 96120	(916)694-2151
Amador	Jackie Steele	601 Court St.	Jackson, 95642	(209)223-6580
Butte	Pat Crager	42 County Center Dr.	Oroville, 95965	(916)458-4985
Calaveras	Janette O'Brien	Government Center Dr.	San Andreas, 95249	(209)754-6577
Colusa	Jane Ramsaur	251 East Webster St.	Colusa, 95932	(916)458-4985
Contra Costa	Carol Allen	40 Douglas St.	Martinez, 94553	(510)313-1610
Del Norte	Adele Sandry	981 H St.	Crescent City	(707)464-3191
El Dorado	Natalie Jordan	2929 Grandeview Ave.	Placerville, 95531	(916)621-5384
Fresno	Patric Hendrix	4455 East Kings Canyon Road	Fresno, 93754	(209)453-6165
Glenn	Patricia Shuman	141 So. Lassen St.	Willows, 95988	(916)934-6552
Humbolt	Sid Fauerbach	929 Koater St.	Eureka, 95501	(707)445-6070
Impereal	Carla E. Moore	470 State St.	El Centro, 92244	(619)353-5900
Inyo	Sybil Gibbons	785-G North Main St.	Bishop, 93514	(619)872-5591
Kern	Dorthy Gibbons	P.O. Box 511	Bakersfield, 93302	(805)321-3193
Kings	John Semas	1200 South Dr.	Hanford, 93230	(209)583-0871
Lake	Norm Deter	1220 Martin St.	Lakeport, 95453	(707)263-5913
Lassen	Donna Harris	720 Richmond Rd.	Susanville, 96130	(916)257-8311
Los Angles	Mr. Rene Camou	3401 Rio Hondo Ave.	El Monte, 91736	(818)350-4743
Madera	Terri Cummins	14143 Road 28	Madera, 93639	(209)675-7841
Marin	Dan Paicopulos	Hall of Justas Civic Center Dr.	SanRafel, 94903	(415)499-7189
Mariposa	Nancy Bell	5186 Highway 49 North	Mariposa, 95338	(209)385-3000
Mendocino	Walter Throp	Courthouse P.O. Box 1060	Ukiah, 95482	(707)463-2437
Merced	Andrea Baker	2115 W. Wardrobe Ave.	Merced, 95341	(209)385-3000 ext.5210
Modoc	Mike Maxwell	201 S Court St.	Alturas, 96101	(916)233-3939 ext.492
Mono	Richard Belarde	Hospital Annex Twin Lakes Rd.	Bridgeport, 93517	(619)932-7099
Monterey	Vivan Brown	1000 South Main #208	Salinas, 93901	(408)775-4457
Napa	Donna De Werrd	2261Elm Street	Napa, 94559	(707)253-4457
Nevada	Glenn Helland	950 Maidu Ave.	Nevada, 95959	(916)272-3161
Orange	Jerry Dunn	1055 North Main St. #600	Santa Anna, 92701	(714)541-7771
Placer	Dan Conners	3268 Penryn Rd.	Penryn, 95663	(916)652-4426
Plumas	Susan Rhodes	Courthouse Annex Highway 70	Quince, 95971	(916)283-2250

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Riverside	Marilyn Kuhlman	1111 Spruce	Riverside, 95971	(714)369-0920 ext.226
Sacremento	Jane Rasmussen	4990 Stockton Blvd.	Sacremento	(916)732-9326
San Benito	Kay Gibson	380 San Benito St.	Hollidster, 95023	(408)636-0148
San Bernardino	Jsnice Eisen beisz	468 West 5th. St.	San Bernardino, 92415	(714)387-8956
San Diego	Ray Koenig	7949 Mission Center Court	San Diego, 92108	(619)531-4820
San Francisco	Karen Pierce	170 Otis St.	San Francisco, 94120	(415)557-6309
San Joaquin	Linda Valadez	133-F East Webber Ave.	Stockton, 95201	(209)468-2041
San Luis Obisbo	Madelyn Martin	400 Harbor Building C	Belmont, 94403	(415)595-7538
San Mateo	Bob Engel	131 West Carmen Lane	Santa Maris, 93454	(805)346-7174
Santa Maria	Alette Lundeberge	591 North King Rd.	San Jose, 95131	(408)254-6100
Santa Cruz	Bill Finney	1000 Emeline Ave.	Santa Cruz, 95060	(408)425-3476
Shasta	Sue Mc Vean	1400 California St.	Redding, 96001	(916)225-5030
Sierra	Patricia Goulds	Courthousa Annex P.O. Box1019	Loyalton, 96118	(916)933-1201
Siskiyou	Jim Renyolds	1011 4th Street	Yreka, 96097	(916)842-8378
Salano	John Ritter	355 Tuolument St.	Vallejo, 94590	(707)553-5699
Sonoma	Phyris Tobler	2550 Paulin Dr.	Santa Rosa, 95402	(707)527-2404
Stanislaus	Ms.Ecco Scotts	921 County Center Court 13	Modesto,95353	(209)525-4860
Sutter	Myrince Valentine	190 Garden Highway	Yuba City, 95992	(916)741-6447
Tehama	Bill Snelson	1135 Lincoln St.	Red Bluff, 96080	(916)527-5476
Trinity	Linda Fischer	100 East CenterSt.	Visalia, 93270	(209)533-5786
Tulare	Vern Folly	105 Poli Road	Ventura, 93009	(805)661-2790
Tuolume	Dorthy Yost	105 Hospital Road	Sonora,95370	(209)533-5786
Ventura	Ruth Irussi	505 Poli Road	Ventura, 93009	(805)652-7831
Yolo	G. Vaughn Reid	120 West Main Street	Woodland, 95695	(916)661-2790
Yuba	Barbara Miles	935 14th Street	Marysville, 95901	(916)741-6447

LIST OF JTPA SDA MONITORING ASSIGNMENTS

Appendix D

SDA	SDA ADMINISTRATOR	SDA PHONE NO.	SDA FAX NUMBER
Alameda	Kathy Archuleta	(510) 670-5750	(510) 670-5706
Anaheim	Marge Pritchard	(714) 520-5872	(714) 520-5506
Butte	Bill Finley	(916) 538-7301	(1) 534-1167
Carson/Lomita/Torrance	Patricia Unangst	(213) 781-7100	(213) 781-7132
Contra Costa	Arthur C. Miner	(510) 646-5382	(415) 646-5517
Foothill	Diane Moore Lovell	(818) 405-4219	(818) 405-4244
Fresno	Charles Francis	(209) 266-3742	(209) 233-9633
Golden Sierra	Kim Hemmer	(916) 823-4635	(916) 885-5579
Humboldt	Farrel Starr	(707) 445-6230	(707) 445-6228
Imperial	Sam Couchman	(619) 339-4472	(619) 352-1272
Kern/Inyo/Mono	Pete Parra	(805) 861-2495	(805) 631-8723
Kings	John Leim	(209) 582-9213	(209) 582-8947
Long Beach	Gerald Miller	(213) 590-6097	(213) 590-7474
Los Angeles City	Susan Cleere Flores	(213) 485-5019	(213) 485-8151
Los Angeles County	Robert Medina	(213) 738-2611	(213) 487-0379
Madera	Herman Perez	(209) 673-7031	(209) 673-5569
Marin	Ruth McNurney	(510) 499-6003	(510) 499-6750
Mendocino	Charles Hall	(707) 463-4456	(707) 463-4574
Merced	Carol Smith Tatum	(209) 385-7324	(209) 722-3776
Monterey	Bob Johnson	(408) 755-3247	(408) 755-3246
Mother Lode	Woody Smallwood	(209) 533-3396	(209) 533-1079
Napa	Donna DeWeerd	(707) 253-4339	(707) 253-4895
NoRTEC	Charles Brown	(916) 872-9600	(916) 872-5647
North Central	Charles Peterson	(916) 741-7145	(916) 741-7150
NOVA	Michael Curran	(408) 730-7232	(408) 730-7643
Oakland	Gay Flair Cobb	(510) 891-9393	(510) 839-3766
Orange	Jane O'Grady	(714) 567-7370	(714) 567-7504
Richmond	Isiah Turner	(510) 620-6585	(510) 620-6804
Riverside	Eladio Amores	(714) 788-1400	(714) 276-9512
Sacramento	Patricia Coleman	(916) 646-8700	(916) 646-8725
San Benito	Herman Fehl	(408) 637-9293	(408) 637-0996
San Bernardino City	George Fujiwara	(714) 888-7881	(714) 889-7833
San Bernardino County	Keith Lee	(714) 422-0488	(714) 422-0309
San Diego	Aurelia Koby	(619) 238-1445	(619) 238-6063
San Francisco	Eunice Elton	(510) 621-6853	(510) 621-0793
San Joaquin	Marcelo Lopez	(209) 468-3500	(209) 462-9063
San Luis Obispo	Lee Ferrero	(805) 541-4044	(805) 541-4117
San Mateo	Walter Martone	(510) 363-5665	(510) 367-5066
Santa Ana	Patricia Nunn	(714) 647-6545	(714) 647-6579
Santa Barbara	Frank Bartile't	(805) 568-2286	(805) 568-2285
Santa Clara	Mary Jane Smith	(408) 299-7911	(408) 251-4228
Santa Cruz	Jim De Alba	(408) 425-2280	(408) 458-7000
SELACO	Sandra Hamilton	(213) 402-9336	(213) 860-4701
Shasta	Don Peery	(916) 246-7911	(1) 246-4254
Solano	Gwendolyn Warren	(707) 864-3370	(707) 864-3386
Sonoma	James Millikan	(707) 523-3300	(707) 544-5546
South Bay	Jan Vogel	(213) 412-5558	(213) 412-8737
Stanislaus	Gerald Kunishige	(209) 525-7770	(209) 544-8547
Tulare	Joseph Daniel	(209) 625-9222	(209) 625-4128
Ventura	Francisco De Leon	(805) 644-0181	(805) 644-2435
Verdugo	Madalyn Blake	(818) 548-2053	(818) 548-3724
Yolo	Alex Laiewski	(916) 661-2900	(1) 661-2847

DOL (Don Balcer's Office) FAX #415/744-7641
LMID - FAX 3-6674

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